LOCATING AND INTEGRATING DATA TO SUPPORT OUR WORK

Presenters:

Lance Kennedy-Phillips , The Ohio State University Ellen Meents-DeCaigny, DePaul University

Session Focus

- Discuss challenges to integrating and using data
- Facilitate a discussion regarding where to locate data outside our purview and the potential benefits of incorporating such data with our own
- Share ways in which we have used outside data to strengthen our work
- Share considerations to keep in mind when seeking and integrating external data

Why Integrate data

- Sound decision-making -> Intentional and meaningful change
- Program improvement
- Increase student learning and success
- Increase opportunities for Communities of Practice
- Alignment with institutional priorities

Steps to Integrating Data

- Identify the opportunity
- Identify key stakeholders
- Data Collection
 - Identify applicable data from multiple sources (within and outside student affairs)
 - Collect additional data, if necessary
- Develop an action plan based on data
- Implement action plan
- Evaluate the action plan

Identify Opportunity

What or who is the driving force?

- Mission and Vision
- Goals
- Learning Outcomes
- Strategic Planning
- A particular administrator

Identify Stakeholders

- Dependent on the opportunity divisional or institutional focus
- Area of expertise
- Level of commitment

Data Collection

Existing Data

- Institutional Enterprise Data
- Institutional and National Surveys
- External Data

Reasons to collect new data

- Existing data does not address the topic
- Existing data only scratches the surface of the topic
- Existing data is myopic

Institutional Data

Questions to consider:

- What type of institutional data would support the topic area?
- What types of data are readily available on your campus?
 - where is it housed
 - who are the "gatekeepers"

Types of institutional data

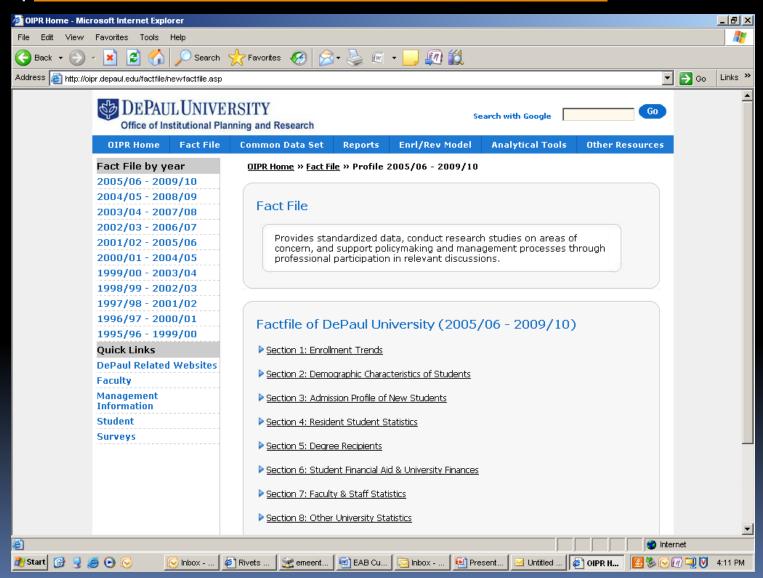
- Institutional Indicators
- Fact Books or Fact Files
- Enrollment Data
- Institutional Research Reports: Retention and Graduation Rates

Institutional or strategic indicators http://oaa.osu.edu/irp/stratind.php



DePaul's fact file

http://oipr.depaul.edu/factfile/newfactfile.asp



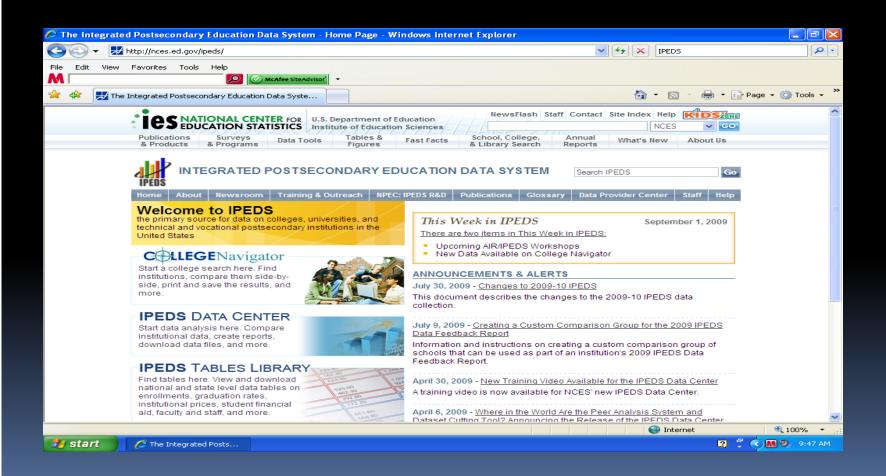
Institutional and National Surveys - Things to consider

- Psychometrics
 - Instrument development
 - Validity
 - Reliability
 - Conceptual Framework
- Sampling
- Administration
 - Research Team
 - IRB
- Cost (National)
- Benchmarking (National)

External Data

- Integrated Postsecondary Education Data System
- Common Data Set
- Other sources

Integrated Postsecondary Education Data System (IPEDS)



What is IPEDS?

- Integrated Post Secondary Education Data System
- Series of surveys sent out from the NCES (National Center for Education Statistics)
- Gathers information from colleges and universities across the country who participate in federal student aid programs
- Any institution that participate in federal student aid programs must publicly report their data (over 6700 schools annually report)
- Colleges, universities, federal agencies have a shared interest and investment in this information

What data are available in IPEDS?

- Institutional characteristics
- Enrollment
- Student financial aid
- Degrees conferred
- Student persistence
- Human resources
- Finance

An IPEDS Example

OSU vs. Peer Institutions: Student Services Expenditures per FTE

HEPI Adjusted

Student Services / FTE

	FY03-04 FY04-		FY04-05	05 FY05-06		FY06-07		FY07-08		FY09-10		
		1 103-04		1 104-05		1 105-00	' '	00-07	' '	<i>0</i> /-00	1 1	09-10
OSU	\$	4,345.36	\$	3,666.52	\$	3,849.37	\$	3,966.79	\$	3,692.61	\$	3,351.00
Peer High	\$	17,489.96	\$	14,623.08	\$	15,074.85	\$	15,454.33	\$	15,010.75	\$	15,526.01
Peer Mid				6,474.18								
Peer Low	\$	5,127.10	\$	4,255.87	\$	4,148.58	\$	4,822.76	\$	5,235.34	\$	5,114.97

Common Dataset (CDS)

- Available on most IR websites
- Originally developed to provide a central source for publications to get institutional data
- Cleaner and simpler than IPEDS
- Lacks flexibility
- Consistent definition of terms
- http://oaa.osu.edu/irp/irosu_cds.php

What data are available in the CDS?

- General Information
- Enrollment and Persistence
- Admissions data (Transfer and First-Year)
- Academic Offerings and Policies
- Student Life
- Annual Expenses
- Financial Aid
- Instructional Faculty and Class size
- Degrees conferred

Other Sources of Data

- Specialized Consortiums/Associations
 - The Association of American Universities Data Exchange: http://aaude.org/
 - Council of Independent Colleges (CIC): http://www.cic.edu/makingthecase/index.asp
- Accountability tools
 - Voluntary System of Accountability (VSA)
 - University and College Accountability Network (UCAN)
- State Coordinating Boards
 - http://www.flbog.org/resources/quickfacts/
 - http://regents.ohio.gov/perfrpt/index.php

Develop and Implement an Action Plan

- Determine responsible parties
- Develop goals and outcomes based on data and needs of stakeholders
- Develop metrics, rubrics, milestones and resources
- Determine methodology for collecting data

Evaluate

 Assess the action plan based on the determined metrics, rubrics, and milestones

Example: DePaul Adult Student Affairs

- Identify the opportunity
 - Increase academic student success for adult students
- Identify Key Stakeholders
 - Division of Student Affairs, Office of Adult Student Affairs, undergraduate adult students, faculty teaching undergraduate adult students

DePaul Adult Student Affairs

- Data Collection
 - **Existing Data**
 - Review university data to determine undergraduate adult population (majors, colleges, course enrollment patterns)
 - Select courses with highest undergraduate adult enrollment and link to faculty.

New Data

- Interview 10-15 faculty regarding adult academic success skills
- Collect data from students regarding their own academic skills through a survey and idea wall

DePaul Adult Student Affairs

Develop and Implement Action Plan

- Determine academic success skill focus, outcomes for each skill and goals of the program
- Determine who is responsible for delivering training and how it will be done (online, workshop format, etc)
- Determine the rubrics and metrics that will be used to evaluate the outcomes and goals
- Determine the resources needs to deliver the workshops and training

Evaluate

 Use outcomes and metrics to determine success of the program

Example: OSU African American Male

- Identified the opportunity
 - African-American Male retention lowest in the university
- Identified Key Stake holder
 - Office of Multicultural Affairs, Office of Academic Affairs, Office of Student Affairs
- Data Collection
 - Reviewed assessment data from Multicultural center programs realized little to attendance by African-American Males
 - Conducted Focus group interviews with African-American Male students to understand experience

OSU African American Male

- Develop and Implement Action Plan
 - Identified need for increased support for African-American Male Students
 - Created the Todd A. Bell National Resource Center on the African American Male
- Evaluate
 - Assessment of program and services (Ongoing)
 - Participates in the Universities program Review process

OSU Student Employment

- Identified Opportunity
 - Student Employment (Learning Environments) identified as a key function by VP
- Identify Key Stake Holders
 - Student Life Department and student staff supervisors
- Data Collection
 - Collected descriptive data from the University data system (4000 students employed)
 - Student Employee outcomes study
 - leadership skills
 - interaction
 - lacked opportunities for critical thinking skills

OSU Student Employment

- Develop and Implement Action Plan
 - As a result departments are beginning to develop specific learning outcomes for student employees
 - Developed marketing plan for student employment opportunities
- Evaluation
 - On-going

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Contact information

Lance Kennedy-Phillips, Ph.D.

The Ohio State University

Director of Student Life Research & Assessment

614-247-6225

lkennedyphillips@studentlife.osu.edu

Ellen Meents-DeCaigny, Ph.D.

DePaul University

Student Affairs Director of Assessment, Research & Communications

312.362.7298 emeentsd@depaul.edu